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ABSTRACT

Administrators, faculty, students, and counselors themselves are often unsure of the counselor's functions. This study sought to determine the problems for which selected high school seniors would seek help from their guidance counselors. Subjects were high school seniors (N=1,734) from 10 Indiana high schools. A 24-item Likert-type questionnaire was administered which listed activities for which a counselor might be responsible. Results showed that students felt more comfortable talking to their counselors about school-related administrative concerns than about personal problems. The three most highly ranked items were college information, graduation requirements, and registering for classes. The three lowest ranked items were a question about sex, relieving tension, and conflicts with parents. Reasons students do not turn to counselors for help with personal problems include counselors' uncertainty about their roles and their burdensome load of administrative duties which may cause students not to see counselors as safe or confidential sources of help. (The survey instrument and results are appended.) (ABL)

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Problems for Which Seniors Would Seek Help from Guidance Counselors

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Abstract

Problems for Which Seniors Would

Seek Help from Guidance Counselors

This study identifies the kinds of problems for which high school seniors would seek help from their guidance counselors. A 24 item Likert-type questionnaire was administered to 1,734 seniors (885 boys, 849 girls). These students felt more comfortable talking to their counselors about school-related administrative problems than about personal problems.

Problems for Which Seniors Would

Seek Help From Their Guidance Counselors

In the past decade counselors have come under close scrutiny because school corporations have been forced to work within strict financial limitations. Cutbacks have threatened to make the counselor an "endangered species," and yet many of today's guidance services "continue to be directed at routine maintenance activities" (Wells & Ritter, 1979). The cry for accountability has demanded clarification of the counselor's role (Hutchinson, Barrick, & Groves, 1986; Hutchinson & Bottorff, 1986; Ibrahim, Helms, & Thompson, 1983; Leviton, 1977).

In a letter From the Editor's Desk, Cole (1986) notes that conditions beyond the control of most counselors account for much of the mediocracy in the profession. However, she observes that counselors often accept conditions over which they could exercise control. Such conditions include: "1) lack of written developmental guidance program or no program at all; 2) persistance in behaving like quasi-therapists, when time and again students and their parents tell us they want career and educational counseling; 3) acceptance of inappropriate tasks in their schools without protest; 4) failure to evaluate their effectiveness as professionals; and 5) professional isolation" (pp. 85-86).

Administrators, faculty, and students, as well as counselors themselves, are often unsure of the counselor's functions (Ibrahim et al., 1983; Wells & Ritter, 1979). Departments of education often do a poor job of communicating a feeling of professional identity (Arbuckle, 1972). In turn, counselors fail to clearly communicate their role identity to superiors.

Confusion over identity has resulted in many counselors feeling helpless and defeated. This discouragement is manifested by lack of assertiveness on the part of counselors to change their image from one of clerical paper pushing to one of being people oriented. It is likely that consumers of counseling services and other interested observers consider counselors just another administrator and consider administrators expendable commodities. Counselors need to clarify their goals, unite, and take an active part in communicating to the masses their expertise in carrying out these goals. Since students are the primary recipients of high school counselors' assistance, feedback as to how they perceive counselors is necessary in developing objectives to respond to students' needs.

Perceived Counselor Role

Students often view counselors in very general terms. The term "counselor" appears to be a catch-all for a variety of specialists whose knowledge and training vary greatly in degrees of expertise. Students who have not experienced counseling tend to perceive the counselor in a less flattering light (less knowledgeable, analytic, etc.) than those who have been clients (Gelso, Brooks, & Carl,1975). In addition, Peterson and DeGracie (1983) found that students who had experienced personal contact with a counselor at least once during the year were more positive toward the counselor regarding personal counseling, academic/vocational counseling, and distribution of information than students who had not discussed their problems with a counselor. Students in this same study perceived counselors as spending most of their time on registration of students, academic/vocational counseling, and individual personal counseling in that order. They felt that ideally the counselor should spend the greater amount of time on individual personal counseling.

In a survey of 250 college freshmen, regarding their perceptions of their high school counselors (Hutchinson & Bottorff, 1986), it was found that 89% had needed career counseling, but only 40% received it while in high school. Seventy-nine percent (79%) had needed college information; 59% received it. Sixty percent (60%) felt they had needed personal problem counseling while in high school; only 21% received it. In contrast only 56% had needed help with scheduling, but 78% received that unsolicited help.

Counselors have been identified by parents, students, teachers, and administrators as persons who know something about educational and vocational opportunities and who can be helpful with these concerns (Van Riper, 1971). Although students often perceive a counselor's role as one of providing personal help to them as opposed to disciplining or supervising, they do not clearly identify the counselor as one who helps with personal or academic problems (Crampton, 1981; Hutchinson & Bottorff, 1986; Leviton, 1977; Lundt, 1981; Van Riper, 1971; Wells & Ritter, 1979).

Van Riper (1971) found that students do not perceive clear distinctions between the roles of counselors, principals, and teachers. It is noted that counselors are closely identified by the functions they perform. It is also suggested (Van Riper, 1971; Wells and Ritter, 1979) that whatever functions are emphasized by the counselor are perceived as important by students, and the kinds of experiences they have actually had with counselors also influence their perceptions. For instance, if students' primary assistance from the counselor has been in regard to scheduling classes or monitoring truancies, they will perceive the counselor's role in a similar manner. It seems imperative that counselors not leave the perception of what they do and what they are to chance. If guidance counselors desire to have students perceive them as fulfilling certain roles or

functions, they must take an active part in carefully establishing those roles (Hutchinson & Bottorff, 1986; Wells & Ritter, 1979).

Where Students Go For Help

Most students apparently do not perceive the counselor as an appropriate person with whom to discuss personal problems. However, a review of literature covering the past two decades indicates that a sizable proportion of both high school and post-high school students have reported being distressed by personal and vocational concerns. Thirty-nine percent (39%) of the students at Boston University reported needing help with academic problems; 35% needed assistance with vocational problems; 29% needed help with personal problems (Benedict, Apsler, & Morrison, 1977). Similar concerns with which students needed help from their counselors were revealed by other researchers as well (Fullerton & Potkay, 1973; Hutchinson & Bottorff, 1986; Kramer, Berger & Miller, 1974; Penney & Buckles, 1966).

Based on their experiences with high school counselors, college students often have modest expectations for beneficial counseling experiences (Tinsley & Harris, 1976). However, one survey of university students and personnel (Tyron, 1980) disclosed an accepting attitude toward personal counseling in campus counseling centers. While counselors as well as faculty and staff viewed vocational/educational counseling as an appropriate function of counseling centers, counselors viewed social problems as a significantly more important topic for discussion by counselors and students than did other campus groups.

College students are more inclined than high school students to discuss uncomfortable feelings and emotions with their counselors (Gelso et al., 1975). When high school students were asked who they would talk to about almost anything, they rated their peers higher than

teachers or principals (Van Riper, 1971). Leviton (1977) found that 67% of students surveyed had not had contact with their counselor with regard to personal problems.

Van Riper's and Leviton's findings were confirmed by other researchers (Wells and Ritter, 1979; Haughey and Bowman, 1980). Haughey and Bowman also found that students most often contacted their counselor for help with school grades, planning their high school programs, and after-graduation job planning. As high as 80% of students sampled in Wells and Ritters' research reported they would go to their counselor to change a class or see about graduation requirements. The next highest counselor demand (51%) was in planning students' school programs. Forty percent (40%) of the students declared that they would ask a counselor for help with a teacher conflict. Leviton's (1977) survey concurred with the Wells and Ritter study. They found exactly the same percentage of students who would see a counselor about deciding on a college major or examining career possibilities (25%) and assistance with a personal problem (4%).

When students in three school districts were asked to prioritize how they would utilize counseling services (Haughey & Bowman, 1980), a need for counseling services for family problems was ranked 9, 12, and 7 by students in the various districts. Sex education was rated 2, 9, and 11. Forty-five percent (45%) of the students would go to their parents for career decisions; only 26% would seek help from the counselor. A relative or friend would be the third most likely sought out source (16%). Yet, when students had concerns related to truancy, the counselor was most often the person consulted (54%).

In summary, even though percentages reported vary and methods of study differ among researchers, students appear to consistently state that they do not see counselors as very useful

when they have a problem with a friend, have a question about sex, have a personal problem, or when they are in serious trouble (Wells & Ritter, 1979).

Why Students Seek Certain Persons

Several possibilities exist as to why students seek certain persons other than the counselor for assistance with personal problems. A study done by Leaverton (1976) revealed that one-third of the students were not adequately informed as to the role of the counselor in their school. Students perceived the counselor as a disciplinarian; counselors did not perceive themselves in that light. Perhaps what the counselor felt was personal counseling with the student was perceived by the student as a disciplinary action.

In studies analyzing rural versus urban guidance programs, urban students were more often aware than rural students that there was a counselor in their school. In both the Haughey and Bowman (1980) study and the Tyron (1980) study, only half of the student population was even aware that counseling services existed in their schools. Leaverton (1976) charged that if counselors perceive personal problem counseling as a primary function, they need to clearly communicate this to their students. If students understand that this is a part of the counselor's role but still reject the service, counselors need to confirm their interest in working with students who have personal problems.

Additional reasons as to why students do not take their personal problems to counselors include observations that students perceive a lack of interest and understanding on the part of counselors, unavailability of counselors, and counselors not listening or hearing students' concerns (Wells & Ritter, 1979). Other students suggested that counselors need to be less dictatorial, provide more vocational counseling, show more personal interest in the student, and

become more involved with the student (Leaverton, 1976).

Most counselors have entered the profession with their main objective being to serve people and to have the expertise to deal with personal problems. Research seems to indicate that because counselors are still confused about their own professional identity, they may fail to communicate to their superiors what they perceive their role to be. As administrators have demanded that more and more administrative tasks be performed by the counselor, the counselor has been reduced to serving the system.

Concentrating on clerical-type duties has also contributed to a narrow perception of the counselor s role. Record-keeping tasks keep counselors busy at their desks. This low profile creates an image to students that the counselor is inaccessible, lacking in interest, and lacking in involvement with students. A thorough and revealing study of clients' expectations of counselors (Tinsley, Workman, & Kass, 1980) revealed trends similar to other studies cited, regarding attitudes and behaviors of counselors and clients.

The possibility of abandoning personal counseling in the schools has been suggested (Bradley, 1978). She referred to the findings of Cox (1969) which conclude that counselors should either no longer concern themselves with personal problems or "rigorously campaign to convince others they can effectively deal with them" (p. 45).

Counselors are what they do. Their identity and the manner in which they are perceived will likely depend upon the extent to which they emphasize certain distinctively serviceable functions (Van Riper, 1971). To be useful to students, counselors must be sensitive to the attitudinal responses of students and meet those needs. Students in our schools obviously have problems. To whom are students willing to talk about their concerns? If indeed, students are

unwilling to talk to their school counselors about personal problems, perhaps restructuring of school guidance programs is warranted. It was the purpose of this study to determine the problems for which selected high school seniors would seek help from their guidance counselors.

Method

Participants

The population for this study consisted of all Indiana senior high schools with enrollments of 900 to 1200 students in grades 9-12. There are 48 such schools in Indiana. This enrollment size was chosen in an effort to make the results more generalizable. Students in either smaller or larger schools might perceive counselors differently. Future research could compare schools of varying sizes to determine whether or not size is a factor. Ten schools, selected by random sampling, agreed to participate. High school seniors were surveyed because it was expected that they would have had the best opportunity for extensive experience with their counselors. A total of 1,734 students (885 boys, 849 girls) completed questionnaires. This constituted a 77% return rate.

Procedure

A letter was sent to principals of the schools selected by random sampling, requesting their participation in the study. All agreed to participate. Instructions regarding dissemination of materials, administration of the questionnaire, and a time schedule were then sent to the 10 principals. An introductory statement assuring anonymity and informing participants that they could withdraw from the study at any time was read, and a "Consent to Participate" form was signed by students. We had no direct control over administration of the questionnaires; however, principals were instructed not to allow counselors to administer them directly nor to be involved

in collecting materials. Questionnaires were returned in prepaid mailing envelopes. Students' responses to the questionnaire were then tallied and converted to percentages.

Instrument

Literature covering the past two decades was reviewed to identify students' perceptions of counselors' roles. In a related study following this same line of research, one of the researchers had led 6 hours (three 2-hour sessions) of open forum discussion with 70 undergraduate students in groups of 17 or 18 students each. Discussion focused on their satisfaction with the services provided through their high school counseling programs. Based on the review of literature and students' input, a 24 item Likert-type questionnaire was developed, listing activities for which a counselor might be responsible. The instrument was designed to determine problems for which high school seniors would request help from their guidance counselors.

Insert questionnaire about here

Results

Students' responses clustered around two basic areas: school-related administrative type services and personal problems. Students were clearly more comfortable talking to their counselors about school-related administrative types of concerns and least comfortable discussing personal problems. Boys and girls alike strongly agreed that it was appropriate to talk to their counselors about gathering information on colleges and universities. Over eighty-nine percent (89.6%) of the boys and girls combined checked either "strongly agree" or "agree" to that question. Similarly, students felt comfortable in asking their counselors for help

with other school-related administrative types of concerns in the following descending order: graduation requirements (89.1%); registering for classes (89.0%); assistance in changing a class (87.3); information regarding career opportunities (83.5%); scholarships/financial aid (81%); interpretation of test results (74.6%); deciding on a vocation (68.8%); assistance in job hunting (62.2%); conflicts with teachers (61.3%); orientation to a new school (60.9%); discipline problems (55.8%); and truancy problems (47.0%).

Insert Table 1 about here

However, students appeared less comfortable in sharing personal problems with their counselors. The more personal the nature of the problem, the less likely these students were to perceive the counselor as a person they could talk to about it. Fewer than half of the students (45.6%) felt that they could talk to a counselor about "feelings and values." Other personal problems in descending order as selected by students included: alcohol or drug education (41.6%); conflicts with peers (39.6%); general personal problems (39.5%); how to get along in life (34.2%); alcohol or drug problems (33.3%); sexual, physical, emotional abuse (32.2%); conflicts with parents (30.7%); relieving tension (26.5%); boy/girl relationships (19.5%); and a question about sex (11.1%).

It is also interesting to note in Table 1 (see rank orders in parentheses) that boys and girls were in nearly identical accord regarding the kinds of problems for which they would seek help from their guidance counselors. A more detailed account of problems for which senior boys and

girls would seek help from their guidance counselors is included in Table 2 (boys and girls combined), Table 3 (boys alone), and Table 4 (girls alone).

Insert Tables 2, 3, & 4 about here

Discussion/Conclusions

In concert with previous studies, these students obviously felt more comfortable talking to their counselors about school-related administrative concerns than about personal problems. Ironically, students do have many personal problems, and it would seem apparent that they would need the most help in those areas. This becomes especially critical when one considers the types of problems with which high school students struggle and which get so much attention from the media. These problems would obviously include those for which fewer than one-third of the students in this study would seek help from counselors: alcohol or drug problems; sexual, physcial, or emotional abuse; conflicts with parents; relieving tension; boy/girl relationships; and questions about sex.

Both personal observations and a review of the literature indicated that there are several probable reasons for students not approaching their counselors for help with personal problems. Many counselors are not sure of their role; often colleges and universities from which they received their training have not clearly communicated this professional identity to them. Counselors, in turn, fail to communicate to administrators and students who they are and what they do. This often results in their being bogged-down with administrative duties. Students, then, identify counselors by the functions that counselors actually perform and do not perceive

clear role distinctions between their principals, teachers, or counselors (Van Riper, 1971). Consequently students might not see counselors as safe or confidential sources of help.

Students face tough decisions that can drastically alter their lives, and they need a safe place in which to explore choices available to them. Counselors must decide whether or not they are going to meet this challenge and provide such a service. If so, they must clearly define their role to both students and administrators and avoid being paper oriented instead of people oriented.

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Questionnaire

Directions: Do not put your name on this questionnaire. Please read each statement carefully. There are no right or wrong answers. The following is a list of activities for which the high school counselor might be responsible. Please circle the response which most nearly reflects your feelings about the importance of the statement. Please respond to each item whether or not you have had direct experience with a guidance counselor.

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided/No Opinion (?)
4. Disagree (D)
5. Strongly Disagree (SD)

Your school counselor is a person you can talk to about:

1. discipline problems..... SA A ? D SD
2. development of awareness of feelings and values..... SA A ? D SD
3. general personal problems..... SA A ? D SD
4. assistance in changing a class..... SA A ? D SD
5. assistance in job hunting..... SA A ? D SD
6. current information about colleges, universities, or technical schools..... SA A ? D SD
7. registering for high school classes..... SA A ? D SD
8. obtaining scholarships or financial aid..... SA A ? D SD
9. orientation to a new school..... SA A ? D SD
10. interpretations of test results..... SA A ? D SD
11. a question about sex..... SA A ? D SD
12. relieving tension..... SA A ? D SD
13. conflicts with teachers..... SA A ? D SD
14. conflicts with parents..... SA A ? D SD
15. conflicts with peers..... SA A ? D SD
16. alcohol or drug education..... SA A ? D SD
17. alcohol or drug problem..... SA A ? D SD
18. truancy problems..... SA A ? D SD
19. boyfriend/girlfriend relationships..... SA A ? D SD
20. how to get along in everyday life..... SA A ? D SD
21. graduation requirements..... SA A ? D SD
22. deciding on a vocation..... SA A ? D SD
23. information regarding career opportunities..... SA A ? D SD
24. sexual, physical, or emotional abuse..... SA A ? D SD

Please circle one ..... **Male**.....**Female**

Table 1
*Rank Order Comparison of Problems
for Which High School Seniors Would
Request Help From Their Guidance Counselors

Question *	B & G Combined	Boys	Girls
6. Info about college etc.	(1) 89.6	(2) 88.2	(1) 91.0
21. Graduation requirements	(2) 89.1	(3) 87.3	(2) 90.9
7. Registering for classes	(3) 89.0	(1) 88.3	(3) 89.7
4. Assistance in changing a class	(4) 87.3	(4) 86.8	(4) 87.9
23. Info re career opportunities	(5) 83.5	(5) 80.4	(5) 86.9
8. Scholarships/financial aid	(6) 81.0	(6) 77.8	(6) 84.3
10. Interpretation of test results	(7) 74.6	(7) 72.5	(7) 76.8
22. Deciding on a vocation	(8) 68.8	(8) 65.6	(8) 72.2
5. Assistance in job hunting	(9) 62.2	(11) 58.7	(9) 65.8
13. Conflicts with teachers	(10) 61.3	(10) 59.6	(10) 63.1
9. Orientation to a new school	(11) 60.9	(9) 60.1	(11) 62.0
1. Discipline problems	(12) 55.8	(12) 54.7	(12) 57.1
18. Truancy problems	(13) 47.0	(14) 46.1	(13) 47.0
2. Awareness of feelings & values	(14) 45.6	(13) 46.7	(16) 44.6
16. Alcohol or drug education	(15) 41.6	(16) 38.7	(14.5) 44.8
15. Conflicts with peers	(16) 39.6	(17) 34.6	(14.5) 44.8
3. General personal problems	(17) 39.5	(15) 39.3	(17) 39.6
20. How to get along in life	(18) 34.2	(19) 31.0	(18) 37.6
17. Alcohol or drug problems	(19) 33.3	(18) 32.3	(20) 34.7
24. Sexual, physical, emotional abuse	(20) 32.2	(20) 29.6	(19) 34.9
14. Conflicts with parents	(21) 30.7	(21) 27.3	(21) 34.3
12. Relieving tension	(22) 26.5	(22) 25.9	(22) 27.1
19. Boy/girl relationships	(23) 19.5	(23) 18.9	(23) 20.1
11. A question about sex	(24) 11.1	(24) 12.0	(24) 10.0

*Rank order indicates the percent of students checking either "Strongly Agree" or "Agree" to each question.

Note: The numbers in parentheses are rank orders. All others are percentages.

Table 2
Problems For Which High School Senior Boys and Girls Combined Would Request Help From Their Guidance Counselors (N=1734)

Question #	SA	A	?	D	SD
1	215 (12.3)	756 (43.5)	438 (25.2)	211 (12.1)	114 (6.5)
2	181 (10.4)	612 (35.2)	486 (28.0)	303 (17.4)	152 (8.7)
3	216 (12.4)	470 (27.1)	431 (24.8)	373 (21.5)	244 (14.0)
4	977 (56.3)	539 (31.0)	91 (5.2)	74 (4.2)	53 (3.0)
5	414 (23.8)	666 (38.4)	436 (25.1)	137 (7.9)	81 (4.6)
6	1031 (59.4)	524 (30.2)	100 (5.7)	45 (2.5)	34 (1.9)
7	924 (53.2)	621 (35.8)	114 (6.5)	43 (2.4)	32 (1.8)
8	764 (44.0)	642 (37.0)	224 (12.9)	62 (3.5)	42 (2.4)
9	435 (25.0)	624 (35.9)	548 (31.6)	81 (4.6)	46 (2.6)
10	586 (33.7)	710 (40.9)	284 (16.3)	95 (5.4)	59 (3.4)
11	61 (3.5)	132 (7.6)	545 (31.4)	393 (22.6)	603 (34.7)
12	108 (6.2)	353 (20.3)	606 (34.9)	387 (22.3)	280 (16.1)
13	297 (17.1)	767 (44.2)	321 (18.5)	213 (12.2)	136 (7.8)
14	146 (8.4)	388 (22.3)	507 (29.2)	403 (23.2)	290 (16.7)
15	165 (9.5)	523 (30.1)	479 (27.6)	344 (19.8)	223 (12.8)
16	185 (10.6)	539 (31.0)	528 (30.4)	263 (15.1)	219 (12.6)
17	166 (9.5)	414 (23.8)	536 (30.9)	315 (18.1)	303 (17.4)
18	190 (10.9)	626 (36.1)	533 (30.7)	238 (13.7)	147 (8.4)
19	115 (6.6)	225 (12.9)	492 (28.3)	440 (25.3)	462 (26.6)
20	141 (8.1)	454 (26.1)	578 (33.3)	357 (20.5)	204 (11.7)
21	937 (54.0)	610 (35.1)	93 (5.3)	48 (2.7)	46 (2.6)
22	531 (30.6)	664 (38.2)	321 (18.5)	126 (7.2)	92 (5.3)
23	729 (42.0)	721 (41.5)	173 (9.9)	63 (3.6)	48 (2.7)
24	186 (10.7)	374 (21.5)	565 (32.5)	257 (14.8)	352 (20.2)

Note: Figures in parentheses are percentages; all others are frequencies.

Table 3
Problems For Which High School Senior Boys Would
Request Help From Their Guidance Counselors (N = 885)

Question #	SA	A	?	D	SD
1	114 (12.8)	371 (41.9)	229 (25.8)	103 (11.6)	68 (7.6)
2	85 (9.6)	329 (37.1)	257 (29.0)	139 (15.7)	75 (8.4)
3	91 (10.2)	258 (29.1)	226 (25.5)	197 (22.2)	113 (12.7)
4	484 (54.6)	285 (32.2)	53 (5.9)	41 (4.6)	22 (2.4)
5	185 (20.9)	335 (37.8)	251 (28.3)	70 (7.9)	44 (4.9)
6	500 (56.4)	282 (31.8)	61 (6.8)	25 (2.8)	17 (1.9)
7	445 (50.2)	338 (38.1)	67 (7.5)	20 (2.2)	15 (1.6)
8	353 (39.8)	337 (38.0)	130 (14.6)	42 (4.7)	23 (2.5)
9	193 (21.8)	339 (38.3)	282 (31.8)	47 (5.3)	24 (2.7)
10	284 (32.0)	359 (40.5)	157 (17.7)	55 (6.2)	30 (3.3)
11	36 (4.0)	71 (8.0)	292 (32.9)	205 (23.1)	281 (31.7)
12	51 (5.7)	179 (20.2)	329 (37.1)	194 (21.9)	132 (14.9)
13	139 (15.7)	389 (43.9)	174 (19.6)	113 (12.7)	70 (7.9)
14	57 (6.4)	185 (20.9)	297 (33.5)	206 (23.2)	140 (15.8)
15	63 (7.1)	244 (27.5)	281 (31.7)	189 (21.3)	108 (12.2)
16	80 (9.0)	263 (29.7)	284 (32.0)	136 (15.3)	122 (13.7)
17	78 (8.8)	206 (23.5)	279 (31.5)	155 (17.5)	167 (18.8)
18	95 (10.7)	314 (35.4)	283 (31.4)	121 (13.6)	72 (8.1)
19	71 (8.0)	97 (10.9)	260 (29.3)	240 (27.1)	217 (24.5)
20	67 (7.5)	208 (23.5)	316 (35.7)	191 (21.5)	103 11.6)
21	445 (50.2)	329 (37.1)	58 (6.5)	28 (3.1)	25 (2.8)
22	234 (26.4)	347 (39.2)	191 (21.5)	67 (7.5)	46 (5.1)
23	341 (38.5)	371 (41.9)	112 (12.6)	37 (4.1)	24 (2.7)
24	87 (9.8)	176 (19.8)	312 (35.2)	140 (15.8)	170 (19.2)

Note: Figures in parentheses are percentages; all others are frequencies.

Table 4
Problems For Which High School Senior Girls Would
Request Help From their Guidance Counselors

Question #	SA	A	?	D	SD
1	101 (11.8)	385 (45.3)	209 (24.6)	108 (12.7)	46 (5.4)
2	96 (11.3)	283 (33.3)	229 (26.9)	164 (19.3)	77 (9.0)
3	125 (14.7)	212 (24.9)	205 (24.1)	176 (20.7)	131 (15.4)
4	493 (58.0)	254 (29.9)	38 (4.4)	33 (3.8)	31 (3.6)
5	229 (26.9)	331 (38.9)	185 (21.7)	67 (7.8)	37 (4.3)
6	531 (62.5)	242 (28.5)	39 (4.5)	20 (2.3)	17 (2.0)
7	479 (56.4)	283 (33.3)	47 (5.5)	23 (2.7)	17 (2.0)
8	411 (48.4)	305 (35.9)	94 (11.0)	20 (2.3)	19 (2.2)
9	242 (28.5)	285 (33.5)	266 (31.3)	34 (4.0)	22 (2.5)
10	302 (35.5)	351 (41.3)	127 (14.9)	40 (4.7)	29 (3.4)
11	25 (2.9)	61 (7.1)	253 (29.7)	188 (22.1)	322 (37.9)
12	57 (6.7)	174 (20.4)	277 (32.6)	193 (22.7)	148 (17.4)
13	158 (18.6)	378 (44.5)	147 (17.3)	100 (11.7)	66 (7.7)
14	89 (10.4)	203 (23.9)	210 (24.7)	197 (23.2)	150 (17.6)
15	102 (12.0)	279 (32.8)	198 (23.3)	155 (18.2)	115 (13.5)
16	105 (12.3)	276 (32.5)	244 (28.7)	127 (14.9)	97 (11.4)
17	88 (10.3)	208 (24.4)	257 (30.2)	160 (18.8)	136 (16.0)
18	95 (11.1)	312 (36.7)	250 (29.4)	117 (13.7)	75 (8.8)
19	44 (5.1)	128 (15.0)	232 (27.3)	200 (23.5)	245 (28.8)
20	74 (8.7)	246 (28.9)	262 (30.8)	166 (19.5)	101 (11.8)
21	492 (57.9)	281 (33.0)	35 (4.1)	20 (2.3)	21 (2.4)
22	297 (34.9)	317 (37.3)	130 (15.3)	59 (6.9)	46 (5.4)
23	388 (45.7)	350 (41.2)	61 (7.1)	26 (3.0)	24 (2.8)
24	99 (11.6)	198 (23.3)	253 (29.7)	117 (13.7)	182 (21.4)

Note: Figures in parentheses are percentages, all others are frequencies.